

Research on the Sources of College Teachers' Stress and Countermeasures

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Keywords: College Teacher, Stress and Its Countermeasures, Stress Source

Abstract: With the continuous deepening of higher education reform, college teachers are faced with new development opportunities, but also face greater challenges and pressures. This paper mainly analyzes the sources of stress of college teachers and puts forward countermeasures and suggestions to relieve stress.

1. Introduction

The needs of the development of modern society put forward higher requirements for the quality of college teachers. College teachers, while cultivating all kinds of innovative talents, undoubtedly have the responsibility of innovative knowledge. Teachers are not only educators, but also researchers who create new knowledge and new technologies. Since the development of human resources in colleges and universities is the forerunner of the development of colleges and universities, the quality of college teachers is an important factor in the development of higher education in China. The trend of economic globalization will not only accelerate the development of China's social economy, legal system, and cultural construction, but also have a great impact on the field of higher education. The reform of China's university system is so great that it has caused unprecedented shocks. The reform has brought more development space and opportunities to college teachers, and it is accompanied by greater challenges and pressures. The development goal of higher education puts forward a series of new requirements for college teachers. Teachers should have strong sense of competition, strong information ability, complete network knowledge, and the ability to use foreign languages proficiently. The higher requirements of these standards have had a great impact on the psychology of college teachers. A large number of studies have shown that teachers are facing the problem of heavy work. This burden of work leads to stress and tension among teachers, and at least one-third of teachers are considered to be enduring extreme stress and anxiety. Teacher stress can be explained as an unpleasant, negative emotional experience of the teacher, such as anger, anxiety, nervousness or loss. A large number of survey data shows that the teacher industry is indeed a "high-stress" occupation. Excessive pressure will lead to a negative psychological state, lack of work passion, and inefficient teaching and research work, which seriously affects and restricts the development of the school. Therefore, how to properly evaluate and evaluate teachers' work, effectively alleviate teacher pressure, and provide psychological adjustment counseling to better promote school development is a problem that higher schools cannot ignore.

2. Sources of work stress of young teachers in colleges and universities

Generally speaking, the target needs, task requirements, and self-fulfilling needs of the work cannot be met, and it will be transformed into the work pressure of young teachers, which will evolve into psychological pressure and constitute a psychological crisis. Through the statistical analysis of the factors of 53 projects, the research concluded that the source factors of young college teachers' work stress are 7: evaluation and assessment, teaching management, academic research, promotion, personal development, interpersonal relationship, and social impact. Among them, 40% of the top 4 teachers believe that the stress index is the highest. The author examines these four findings in depth. The work stress of young teachers in colleges and universities mainly comes from scientific research factors and teaching factors. 1. Research factors. A number of

studies have shown that the top pressure of college teachers' work stress is the pressure of scientific research. At the same time, these studies also confirm that there are significant age differences in research pressure. Work stress is significantly negatively correlated with age. The younger the work, the greater the work pressure. Young teachers under the age of 40 are obviously more stressed than teachers over the age of 40. The first is the subject declaration. At present, the evaluation of teachers in colleges and universities has increased the number of scientific research subjects at all levels compared with the past. The chances of young teachers being able to successfully declare due to qualifications such as academic qualifications, qualifications, and professional titles are relatively small, and even if the horizontal economic issues without conditions are successful, Not counting when assessing and promoting. A study of independent research by young teachers in colleges and universities shows that less than 20% of young teachers independently undertake the project, and this figure is only 16% in western universities. Followed by the promotion of professional titles. Generally speaking, the pressure of promotion of professional titles should be different from the pressure of scientific research. However, the basic condition for the promotion of most professional titles of college teachers is to require independent presiding over the subject, publish several papers in core journals, publish several monographs, and the requirements for teaching are only It is enough to reach the average annual class time. Therefore, the promotion of professional titles is actually to fight scientific research. Again, the paper is published. The promotion of college teachers' titles has the level requirement for publications. The minimum requirement is core journals, but the number of core journals is not large, the layout is limited, and the needs of college teachers are very large. Therefore, core journals are generally in a state of volatility. Situation. The number of CSSCI journal sources is smaller and the relationship between supply and demand is more uneven. In order to alleviate the pressure of supply and demand, some journals stipulate that the papers below the doctoral degree and the associate professor's level are directly returned regardless of the quality. Therefore, the young teachers of colleges and universities may be more difficult to select and publish because of their titles and academic qualifications.

Teaching is a creative and strong work, and teaching itself is a repetitive and normative work. This monotonous and repetitive work is also extremely easy to reduce the fun of work, and it is easy to induce deep layers hidden under shallow work. Work pressure. At present, the reform of higher education management has tried the target management model in some colleges and universities, and implemented quantitative management. This management model has been followed by many universities because of its strong operability. However, quantitative management requires the rigorous and detailed inspection, appraisal, assessment norms and systems. This aspect severely inhibits the creativity and enthusiasm of teachers. On the other hand, it also causes teachers to have opposite emotions because of too strict management. Creative inhibition and emotional opposition exacerbate the pressure of teaching work. Young teachers, due to their short working hours, lack of teaching experience, and the adaptation of social roles, are more likely to accumulate pressure in this quantitative and mechanical repetitive work. The focus of on-the-job examinations of young teachers in colleges and universities is generally placed in the field of their professional disciplines. Therefore, there is a lack of professional background in pedagogy and lack of practical experience in teaching. They will immediately face teaching pressure when they are on the job. Studies have shown that the average annual teaching workload of young teachers is 44% to 400 class hours, and the average annual teaching volume is more than 300 class hours, accounting for 20.6%. The heavy teaching workload makes young teachers tired and courageous. There is not enough time to prepare lessons carefully, and there is also a lack of time and energy to expand professional research.

3. Countermeasures and measures to alleviate the work pressure of young teachers in colleges and universities

Improve the evaluation system of teacher title evaluation. The existing college teachers' title and evaluation system are quantitative indicators system formed under the target management mode. Although this system is operational, convenient and intuitive, it still needs to be improved. The author believes that under the condition that the existing target management model and evaluation

system are unlikely to have major changes, universities can try to set up an annual research award based on the faculty, requiring all teachers to participate in the representative work published this year. The Department of Professors Committee attaches a certain number of teacher representatives to participate in the selection of awards. The selected award level must be written by the professor committee to explain the reasons for the award. The reward coverage can be slightly larger. This can accumulate useful experience as a transitional preparation condition for the evaluation system.

Form and cultivate scientific research and teaching teams. At present, many colleges and universities have paid attention to the construction of young teachers, but they have exposed some shortcomings in practice. Therefore, colleges and universities need to set up some research teams led by experienced professors, so that professors can develop their expertise and make more outstanding contributions in the reserve force of the discipline. In terms of teaching teams, colleges and universities have established teaching teams with superior courses. However, in order to increase the chances of successful application of quality courses, a large number of young teachers with lower academic qualifications and lower titles cannot be selected for the team. It is the object that needs team help. In addition, in general, according to the administrative functions of colleges and universities, teaching belongs to the administrative department of education. In order to improve the quality of teaching, the teaching departments of various universities will hold lectures for young teachers, excellent teaching papers, teaching research projects, etc., but there is no similar The young teachers' teaching team funded by the research project funded the project. Therefore, colleges and universities can also try to form a teaching team led by professors with rich teaching experience and good teaching effects, and give young teachers the support for improvement and improvement in teaching.

Establish a long-term mechanism for psychological counseling. Slow, sustained pressure undermines the psychological defense of young teachers invisibly, and psychological research has confirmed the chronic characteristics of the most destructive stressors on people's psychological stress and psychological crisis. Therefore, the use of mitigation strategies to alleviate the work pressure of young teachers should focus on the long-term and normalization of measures. At present, all colleges and universities carry out irregular mental health lectures to help young teachers adopt self-decompression debugging methods and encourage them to actively seek professional mental health consultation. On this basis, colleges and universities also need to seek a path of normalization. The irregular lectures are regular series of theme activities, and they are included in the party and government work plans of each level of teaching units, and even can be made by universities. The work plan is managed by the labor union and is included in the necessary assessment items of the annual work summary of each second-level teaching unit. All colleges and universities can set up special teachers' psychological counseling institutions and positions. The system requires that young teachers must receive special psychological counseling courses and conduct professional decompression consultations. At the same time, through the system to identify the triggering pressure source of psychological counseling in daily teaching and work, when young teachers encounter these triggering stress source events, they must accept psychological counseling, decompression courses or counseling for a certain period of time. In the countermeasures to alleviate chronic stressors, we can only achieve the good results of coping with chronic work pressures by normalizing and institutionalizing these measures.

4. Conclusion

This paper takes the stress source that affects the survival status of young teachers in colleges and universities as the starting point. Through investigation and conclusion, it is believed that the sources of work stress of young teachers in colleges and universities mainly include research and teaching. The author believes that the evaluation system of colleges and universities should be reformed, the team of teachers with reasonable structure should be cultivated, and the long-term mechanism of psychologicalization of normalized institutionalization should be established to ease the work pressure of young teachers and help young teachers to achieve personal development.

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